Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY	~~**10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY**~~	
(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a nonendorsement field to appear on the teaching certificate shall:	~~(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a nonendorsement field to appear on the teaching certificate shall:~~	
(a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and	~~(a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and~~	
(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.	~~(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.~~	
(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.	~~(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.~~	
(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.	~~(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.~~	
EARLY CHILDHOOD	~~**EARLY CHILDHOOD**~~	****SEE NEW RULE****

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
(4) The early childhood permissive special competency program requires that successful candidates: (a) demonstrate knowledge of child development and learning;	(4) The early childhood permissive special competency program requires that successful candidates: (a) demonstrate knowledge of child development and learning;	
(b) develop relationships that involve family and community in children's learning;	(b) develop relationships that involve family and community in children's learning;	
(c) observe, document, and assess learning to support young children and families	(c) observe, document, and assess learning to support young children and families	
(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including: (i) knowing, understanding, and using positive relationships and supportive interactions;	(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including: (i) knowing, understanding, and using positive relationships and supportive interactions;	
(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;	(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;	
(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;	(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;	
(iv) using their own knowledge and other resources to design, implement, and	(iv) using their own knowledge and other resources to design, implement,	

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and	~~and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and~~	
(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.	~~(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.~~	
GIFTED AND TALENTED EDUCATON	~~**GIFTED AND TALENTED EDUCATION**~~	**GIFTED AND TALENTED EDUCATION**
(5) The gifted and talented permissive special competency program requires that successful candidates:	~~(5) The gifted and talented permissive special competency program requires that successful candidates:~~	(5) The gifted and talented permissive special competency program requires that successful candidates:
(a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;	~~(a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;~~	(a) understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities;
(b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through	~~(b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through~~	(b) create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents including American Indians and tribes in Montana become effective learners and develop social and emotional well-being;

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
acceleration, differentiation of the content, process and product, and subject enrichment;	~~acceleration, differentiation of the content, process and product, and subject enrichment;~~	
(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;	~~(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;~~	(c) use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents;
(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;	~~(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;~~	(d) use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning;
(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;	~~(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;~~	(e) select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents;
(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an	~~(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an~~	(f) use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession; and

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
understanding of how to apply appropriate	~~understanding of how to apply appropriate~~	
(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.	~~(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.~~	(g) collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways, including those specific to American Indians and tribes in Montana, to address the needs of individuals with gifts and talents across a range of learning experiences.
TECHNOLOGY	~~**TECHNOLOGY**~~	**TECHNOLOGY**
(6) The technology in education permissive special competency program requires that successful candidates:	~~(6) The technology in education permissive special competency program requires that successful candidates:~~	(6) The technology in education permissive special competency program requires that successful candidates:
(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;	~~(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;~~	(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;
(b) demonstrate planning and learning environment design, knowledge, and skills, including:	~~(b) demonstrate planning and learning environment design, knowledge, and skills, including:~~	(b) demonstrate planning and learning environment design, knowledge, and skills, including
(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;	~~(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;~~	(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
(ii) the application of best practices based on current research when planning and managing learning environments and experiences;	~~(ii) the application of best practices based on current research when planning and managing learning environments and experiences;~~	(ii) the application of best practices based on current research when planning and managing digital/technology-enhanced learning environments and experiences;
(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;	~~(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;~~	(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;
(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and	~~(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and~~	(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and
(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;	~~(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;~~	(v) the planning and ~~implementing~~ implementation of strategies to manage student learning in distance, online, and technology-delivered learning environments;
(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:	~~(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:~~	(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by
(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;	~~(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;~~	(i) ~~facilitating~~ designing and implementing technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;
(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;	~~(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;~~	(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including ~~Montana~~ American Indians and tribes in Montana;

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
<u>Draft 2014</u>		
(iii) applying technology to enhance students' critical, creative, and futures thinking;	(iii) applying technology to enhance students' critical, creative, and futures thinking;	(iii) applying technology to enhance students' critical, creative, and futures thinking;
(iv) managing student learning activities in multiple technology-enhanced classroom environments; and	(iv) managing student learning activities in multiple technology-enhanced classroom environments; and	(iv) managing student learning activities in multiple technology-enhanced classroom environments; and
(v) managing student learning activities in distance, online, and technology delivered learning environments;	(v) managing student learning activities in distance, online, and technology delivered learning environments;	(v) managing student learning activities in distance, online, and technology delivered learning environments;
(d) demonstrate assessment and evaluation knowledge and skills by:	(d) demonstrate assessment and evaluation knowledge and skills by:	(d) demonstrate assessment and evaluation knowledge and skills by
(i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;	(i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;	(i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;
(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and	(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and	(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and
(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;	(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;	(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;	~~(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;~~	(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use
(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;	~~(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;~~	(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;
(ii) selecting and applying appropriate technology resources to promote healthy use of technology;	~~(ii) selecting and applying appropriate technology resources to promote healthy use of technology;~~	(ii) selecting and applying appropriate technology resources to promote healthy use of technology;
		<u>(iii) planning and implementing instruction that focuses on digital citizenship, including components of technology use like Internet safety, privacy, security, digital footprints, and copyright and fair use;</u>
(f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;	~~(f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;~~	f) select and apply appropriate technology resources to address cultural and language diversity, including ~~Montana~~ American Indians <u>and tribes in Montana; and</u>
(g) demonstrate knowledge in developing systemic planning, procedures, and policies;	~~(g) demonstrate knowledge in developing systemic planning, procedures, and policies;~~	~~(g) demonstrate knowledge in developing systemic planning, procedures, and policies;~~

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	LANGUAGE FOR FUTURE CONSIDERATION
Draft 2014		
(h) demonstrate knowledge and skills in the development of leadership and visioning by:	~~(h) demonstrate knowledge and skills in the development of leadership and visioning by:~~	(h)(g) demonstrate knowledge and skills in the development of leadership and visioning by
		(i) developing systemic planning, procedures, and policies;
(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;	~~(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;~~	(i)(ii) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;
(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and	~~(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and~~	(ii)(iii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and
(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.	~~(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.~~	(iii)(iv) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1998 MAR p. 348, Eff. 1/30/98; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		